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Career choice process of black college students : an analysis of social factors affecting career choice based on perceptions of black and white college students.

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CAREER CHOICE PROCESS OF BLACK COLLEGE STUDENTS:
AN ANALYSIS OF SOCIAL FACTORS AFFECTING
CAREER CHOICE BASED ON PERCEPTIONS OF
BLACK AND WHITE COLLEGE STUDENTS

A Dissertation Presented

By

Mary Holloman Gould

Submitted to the Graduate School of the
University of Massachusetts in partial
fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

December, 1975

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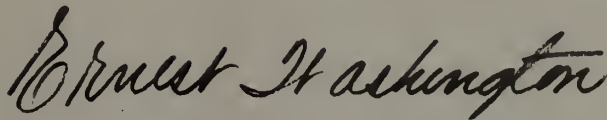
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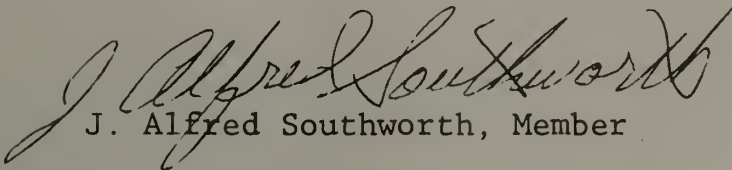
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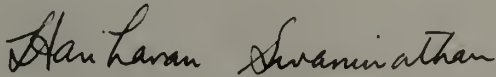
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Ernest Washington, Chairperson



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School of Education

December, 1975

DEDICATION

To my family: Jeanette and LyCurtis
Holloman, Reva and Willie Parrish and Rita
J. Small, who gave me my foundation. To
the young ones, Ron Khari Franklin,
Timothy D. Small and Michael Banks, who
give me promise of a future.

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I express my sincere appreciation to Dr. Ernest Washington for his patient supervision, objective guidance and invaluable advice which he made available throughout the course of this study.

Grateful acknowledgement is also made to members of my committee: Dr. J. Alfred Southworth, Dr. Hariharan Swaminathan and Dean Norma Jean Anderson for their sincere criticisms and suggestions offered in the preparation of this dissertation.

There are many people who offered assistance to me during this investigation. Special thanks to Dr. Cassell Lawson who assisted me in the early stages of my research, Mr. Charles Pleasants, who helped facilitate the data gathering process, and Karen Hendricks, Willis H. Crosby, Jr., Mary Lenox and Kyle who offered their support.

Thank you family and many, many friends, who have continually given me inspiration and encouragement.

I am particularly grateful to all the students who participated in my study, and the personnel at the two institutions who were kind enough to open their doors to me.

A B S T R A C T

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CAREER CHOICE BASED ON PERCEPTIONS OF
BLACK AND WHITE COLLEGE STUDENTS

(December 1975)

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Directed By: Dr. Ernest Washington

The purpose of this study was to identify factors Black college students perceive as being influential in their career choice process. Two major concepts, pursued in this study concern the nature of career choice processes and environmental factors that influence career choice.

The review of the literature was concerned with examining: (1) the need for career choice theories to be reflective of the Black experience, (2) the relationship between career choice outcome and environmental factors, and (3) the dynamics of environmental factors in the career choice process of Black college students.

Three groups of college students were identified from two separate institutions: Black students - a predominantly southeastern state college, Black students - a New England state university, White students - a New England state university. A questionnaire, Career Outlook Questionnaire,

was devised for the study and was administered to these randomly selected samples of college students. The results are based on responses from 181 or 38% of the useable returned questionnaires.

Cross-tabulation analysis, discriminant analysis and regression analysis were applied to the data. The results indicated that of the 39 variables originally tested, 19 proved significant in terms of the difference between the three groups when subjected to cross-tabulation analysis. A discriminant analysis further showed differences between the three groups, as well as indicated that the two Black groups were more similar in responses than either of the two Black groups to the White group. The variables which indicated significant differences between the Black groups and the White group were: (1) parent income, (2) parent education, (3) perception of race as a barrier to career choice, (4) extent to which own ethnic group would benefit from career choice, and (5) perception of racial discrimination in employment being a limiting factor in career choice.

Though there were indications that the three groups had similarities, the general importance of socioeconomic background and perceptions pertaining to ethnicity appeared to predominate.

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C H A P T E R I

CHAPTER I

INTRODUCTION TO THE STUDY

Research studies concerned with the career choice process of Black college students have largely dealt with identifying the range of career choices of these students. Several studies (Davis, 1965; Borgen, 1970; Watley, 1971) have reported supporting evidence to the claim that Black college students have consistently pursued the areas of education, health science and social science. This trend in career choice among Black college students has proved unsettling to educators, psychologists, and economists alike (Aptheker, 1973; Williams, 1972; Sowell, 1972; Travis, 1971). The problem of career choice is often viewed within an educational and economic context when the individuals involved are Blacks. Williams (1972) specifically identifies economic status of Black people as a factor to be considered in development of career choice theories.

Because choices available to Blacks now mirror the economically depressed Black community, vocational choice theory can neither describe nor predict Black vocational choice adequately. (p. 241)

Travis' (1971) viewpoint on the subject of Blacks and career choice, places the concern in a broader context.

The longterm effects of substandard education and consequently the economic level of Blacks is that it tends to be cumulative and inter-generational. (p. 33)

The question of "what is" and "what should be" the career outlook of Black college students is not new. Aptheker (1973) relates the following sentiments of W.E.B. DuBois, expressed in 1930.

There is no doubt but that college and university training among us has had largely the exact effect that was predicted; it has turned an increasing number of our people (Blacks) not simply away from manual labor and industry, not simply away from business and economic reform, into a few well paid professions, but it has turned our attention from any disposition to study or solve our economic problem. A disproportionate number of our college trained students are crowding into teaching and medicine and beginning to swarm into other professions and to form at the threshold of these better-paid jobs, a white collar proletariat, depending for their support on an economic foundation which does not yet exist. (p. 67)

Sowell (1971) suggests that the extent to which Black college students will function as economic resources for the Black community, will be determined by the educational experiences of the students.

The foregoing suggests that educational and economic experiences of Black students are important in the career choice process. Studies reporting trends in career choice

of Black students are limited in that they often do not attempt to identify some of the factors which might influence the career choice process (Davis, 1965; Borgen, 1970; Watley, 1971). Other studies and inquiries into the nature of career choice process among Blacks have tended to emphasize ethnicity and socioeconomics as major variables in explaining how Black college students have traditionally made specific career choices (Hall and Wiant, 1973; Cosby and Picou, 1973; Caliver, 1937). Watley (1971b) and Bolden (1970) have ventured even further to suggest the influence of socioeconomic background, such as parental education and income. Caliver (1937)), in an extensive study of guidance programs for Blacks concluded:

Vocational counseling should have as one of its goals, to give facts regarding racial difficulties, the prevailing economic conditions and causes of the conditions. (p. 119)

These attempts at explaining the career choice process of Black students have provided a framework for examining the career choice process and have stimulated a great deal of interest in further investigating the influence of economic and educational structure on career choice.

Career choice specialists (Davenport and Petty, 1973; Super, 1968; Crites, 1969) have suggested the importance of understanding the multiple factors which affect the career

choice process. Blau, Parnes, Gustad, Jessor and Wilcox (1968) and Baldock (1971) have specifically identified environmental factors which influence the career choice process. Blau et al. (1968) proposed a conceptual framework of occupational choice whereby emphasis is placed on the effect of the social structure on the career choice process of the individual. Baldock (1971) suggests that perception of opportunity is an important aspect of the career choice process.

The relationship between scope of career choice and environmental factors is not certain. However, there is evidence that ethnicity, as pertains to group membership and accountability (Williams, 1972; Travis, 1971), and socioeconomic factors reflecting students' background and students' potential as economic resources (Sowell, 1971; Watley, 1971b) are discussed within the context of the career choice process of Black college students.

An initial step toward studying relationships between scope of career choice and environmental factors include identifying some of the factors which might be perceived by Black students as relevant to their career choice process. Baldock (1971) refers to the importance of perception of opportunity in the career choice process. Snygg (1971) summarizes the dynamics of perceptions, proposed by Piaget,

which further suggest the role that perception of environmental factors might play in the career choice process.

The individual in any cognitive encounter with the environment of necessity organizes the objects and events into his existing cognitive structure, and invests them with meaning dictated by that system. He perceives each new phenomenon in terms of an already existing conceptual framework and new phenomena have meaning only to the extent that they can be fitted into the patterns of concepts and relationships that already exist in his mind. (p. 101)

This inquiry seeks to examine the intervening processes through which economic and educational opportunity structures affect the career choice of Black students and determine to what extent Black students perceive social realities as being related to their career choice process.

Purpose of the Study

The purpose of this study is to identify factors Black college students perceive as being influential in their career choice decision. In addition, an inquiry into the career choice process of White students and comparison of career choice process of Black and White students will be made to determine if there are differences which might be attributable to social forces.

C H A P T E R I I

C H A P T E R I I

REVIEW OF THE LITERATURE

Two major concepts in this study are reviewed: the nature of career choice processes and environmental factors that influence career choice.

How people make career choices continues to be debated. Though there exist myriad theories of career choice, the range is so vast that to identify a theory that can be applied to a particular person or group is difficult. Williams (1972) suggests that existing theories and career choice lack applicability to Blacks. In advocating a comprehensive approach to career choice theory, Blau et al. (1968) suggest a "conceptual scheme of career choice that calls attention to different kinds of antecedent factors such as economical, psychological and sociological conditions" (p. 359).

The empirical studies reviewed are concerned with examining trends in career choice of Black college students so that inferences can be made regarding the relationship between career choice preferences and environmental influence.

The remainder of the chapter will be concerned with examining the following:

- A. The need for career choice theories to be reflective of the Black experience.

- B. The relationships between career choice outcome and environmental factors.
 - C. The dynamics of environmental factors in the career choice process of Black college students.
- A. The need for career choice theories to be reflective of the Black experience.

Leland (1969) points out how most studies and researchers have failed to meet the needs of those seeking assistance in the career choice process. She explains that "most studies have contributed a clearer sense of backgrounds, family life, personality characteristics and educational experience of persons engaged in particular occupations" (p. 164). In advocating a different approach to career choice research, Leland (1969) states:

In too few cases have we found analysis of such data which would provide testable hypotheses to further research and to develop our understanding either of (1) why people make particular choices or, (2) how those choices can be influenced in the individual's behalf? (p. 164)

Leland (1969) raises several questions which are consistent with the concern of this study: "(1) what are the pressures people face as they seek employment and introduction to occupations?; (2) is the ability to find meaningful employment perceived differently by young persons of poor socio-economic backgrounds?; (3) is the decision

making process different for persons of poor socioeconomic backgrounds, who have had a limited set of choices available to them in the past?" (p. 164).

Katz, Korn, Lewin (1969) present a position which support the concern of this paper with respect to recognizing that social and economic factors affect the career choice process. They make specific reference to social class differences thusly:

It is only recently that the findings of the behavioral sciences have begun to contribute to our understanding of the forces which have produced the disordnance of the present day. Our study has aimed to contribute to that accumulated knowledge. By spelling out in some detail the relationship between the characteristics of the psychological-social environment and the career choice of the individual, we have spotlighted certain contradictions in our social structure. Promise of equal opportunity is myth if we make it impossible for one to acquire the necessities for success in present society. (p. 178)

Although the above research seems to suggest that current career choice theories are inadequate, they do not state specifically that present theories are limited as applied to Blacks. Williams (1972) goes a step further in this direction when he addresses the career needs of Blacks in terms of a socioeconomic perspective, which he expresses in terms of two concepts, a "developing nation's program" and "peoplehood":

A developing nation's program can be made possible by economic development of the inner city. ...The concept of peoplehood is a model whereby a unity among Blacks will eliminate most of the negative stereotypes and negative ways of life which exist in the Black communities. (p. 235)

Williams (1972) does not reject totally traditional career choice theories. He acknowledges Holland's claim that "personal and environmental factors are conducive to vocational achievement" (p. 243). Williams (1972) reports Holland's attempt to relate the social realities and career choice realities of particular individuals as follows:

The sociological approach is fundamentally based on the notion that elements beyond the individual's control exert a major influence on the course of his entire life, including his educational and vocational decisions. Supporters of this view suggest that the degree of freedom of occupational choice a person has is far less than might at first be assumed and that a man's self-expectations are not independent of the expectations society has for him. Society in its turn is assumed to present occupational opportunities in a manner related to class membership, a matter which has been extensively studied by interested sociologists. (p. 243)

Williams adds another dimension to Holland's theory by suggesting that research in the area of career choice be "approached from the viewpoint of dealing with systematic forces --- that is forces set in motion by political, social, and economic systems to prevent mobility of Blacks" (p. 243).

Stubbins (1973) also has questioned the direction of career choice theories in that "the theorists have assumed a person has ability to operate (in open market) free of environmental constraints" (p. 25). He further charges:

The vocational psychologist operates in a world that economics and political science have long discarded - a perspective that ignores the fact that the person's world has already taught him that socio-economic status, racial origin, and power are more determinative than aptitude or interests. (p. 25)

The foregoing analysis of the applicability of career choice theory suggests that there is a relationship between career choice process and environmental factors. It is also suggested that there may be additional variables for Blacks which affect the career choice processes, and that such studies of career choice must acknowledge race as a significant factor.

Several comparative studies of Black and White youth have attempted to delineate demographic differences pertaining to race, while others have identified variables that are related to the career choice processes. These works concerned with career choice preferences have made significant contributions to the knowledge and understanding of the relationship between career choice process and external factors. Numerous variables have been identified which might prove influential in the career choice process of college students.

That socio-economic factors are important variables in the career choice process has been a recurrent theme in the works of many concerned with career choice of Blacks (Picou, Cosby, Lemke and Azuma, 1971; Cosby and Picou, 1973; Hager and Elton, 1971; Bolden, 1972; Bendix and Lipset, 1964).

In their study of delinquent and non-delinquent Black youth, Picou et al. (1971) identified four variables which act as blocking factors in occupational attainment. The four variables are "(1) lack of funds to finance further preparation for aspired educational goal, (2) lack of educational facilities to prepare one for entrance into higher educational programs, (3) lack of job opportunity, once completed academic preparation and, (4) not being smart enough to succeed academically" (pp. 291-297).

Williams (1972) as indicated earlier, has attempted to draw a relationship between economic status of Blacks in general, the lack of appropriate role models for Black youth and the consequential affect this relationship has on the career outlook of Black youth. However, his premises were of a theoretical nature and have not been tested empirically.

Two separate studies have reported the extent to which Black youth have identified with "glamour professions" (athletics, actors, actresses, etc.). Picou et al. (1971) found that in their study one fourth of both delinquent and

non-delinquent Black youth chose glamour occupations and aspirations. Oberle (1972) reported that Black males consistently chose glamour role models, three times as often as White youth and Black female youths. On the other hand, White males chose relatives as role models five times as often as Black males. There was no significant difference between Black females and White females in selection of relatives as role models.

The above studies on variables relating to career choice have together provided a frame of reference for identifying and examining variables that might prove influential in the career choice process of Black students. Socio-economic status of parents as identified by educational levels and income appear consistently as a critical variable. An examination of Black youths' perceptions of the possibilities of goal attainment might also provide a basis for examining the career choice process of Black college students.

That role models and identification are closely tied to career aspirations is important to this study in that there is concern as to how the present economic status of Blacks affects the types of role models available to Black youth, which in turn might have some affect upon the way in which Black youth aspire to and later pursue certain types of occupations.

These studies have provided limited data on the relationship between socio-economics and student perceptions of the career choice process. Oberle (1972) attempts to give realistic interpretations of his findings that Black males choose more glamour figures as role models than white males, but points out that additional research is necessary to determine the general relationship between the type of role model and the level of educational occupational aspirations and expectations.

Picou et al. (1971) have suggested that further research concerned with providing information regarding occupational attainment and patterns of adjustment to blockage factors might supplement their findings that Black youth indicated an awareness concerning blocks to their occupational status.

B. The relationships between career choice outcome and environmental factors.

This section provides theoretical basis for the inclusion of social forces as an important factor in the career choice process.

The theoretical approach to examining "affect of social forces" is related to research based on the work of Blau et al. (1968) and Baldock (1971).

The environmental factor is taken into consideration in both of these studies. Blau et al. (1968) have attempted a collaborative approach that includes the disciplines of psychology, economics and sociology in examining the dynamics of occupational choice. Their conceptual framework is based upon analyzing the occupational choice in terms of the social structure.

Blau et al. describes the social structure thusly:

The social structure - the more or less institutionalized patterns of activities, interactions and ideas among various groups - has a dual significance for occupational choice. On the one hand, it influences the personality development of the choosers; on the other, it defines the socio-economic conditions in which selection takes place. These two effects however, do not occur simultaneously. At any choice point in their careers, the interests and skills in terms of which the individuals make their decisions have been affected by the past social structure, whereas occupational opportunities and requirements for entry are determined by the present structure. The values that orient a person's efforts and aspirations may have developed in a period of prosperity, but he has to find a way to make a living in a depression. (pp. 359-360)

Baldock (1971) describes the sociological perspective as one which "attempts to explain the process of vocational choice in terms of socialization experiences, reference-group behavior and opportunities perceived in the context of the vocational opportunity structure" (p. 18). Career choice

is further influenced by a sociological perspective as illustrated in a quote from Slocum:

It is postulated that the adolescent's decisions may be influence by acceptance of particular persons as role models and by overt recognition of his achievement and potential by his parents, teachers or other persons who are significant to him. In addition, the aspirations of a student may be influenced by his self-concept. Finally, educational and occupational aspirations may be influenced by perception of social circumstances such as the occupational opportunity structure and the availability of financial support for education. (p. 19)

Although Baldock (1971) is primarily concerned with examining vocational choice process as an entry point to exploring aspirational levels pertaining to social class stratification, her references to "perception of opportunity" as a factor which affects vocational choice is of interest to this paper.

Perceptions of opportunity is indicated by Baldock (1971) as being an important factor in the career choice decision. She further feels that perceptions of opportunity are closely tied in with the concept of "class barriers consciousness" such that the following is evident:

People who possess socially desirable role-specifications, i.e., have the right sex, skin color, nationality, religion, family property and family background do not perceive any barriers in their efforts to obtain an occupational role. (p. 44)

Baldock concluded that the reverse is true for those people who possess "inappropriate" role-specification.

Blau et al.'s (1968) approach has been chosen as the framework for this study because it allows an integrative analysis of many of the variables identified by theorists and researchers (Katz et al, 1969; Bolden, 1972; Williams, 1972; Oberle, 1972). Further Blau suggests that these same variables are important to the career choice process and does so within an environmental framework which is consistent with the approach of this study.

Use of Blau et al.'s (1968) conceptual framework (based on their thorough explanation of the social structure), allows the researcher to show possible relationships between several determinants of occupation choice by pointing out different kinds of conditional factors. The authors illustrate the two-fold effect of the social structure schematically in Figure 1, p. 18.

This particular theoretical base is considered important for the present study for two major reasons: First, the studies of Cosby and Picou (1973), Bolden (1972), and Oberle (1972) identifying variables, which are considered vital to career choice process, make it possible to evaluate these variables within the context of the students' perceptions of their career choice process. Secondly, inasmuch as research

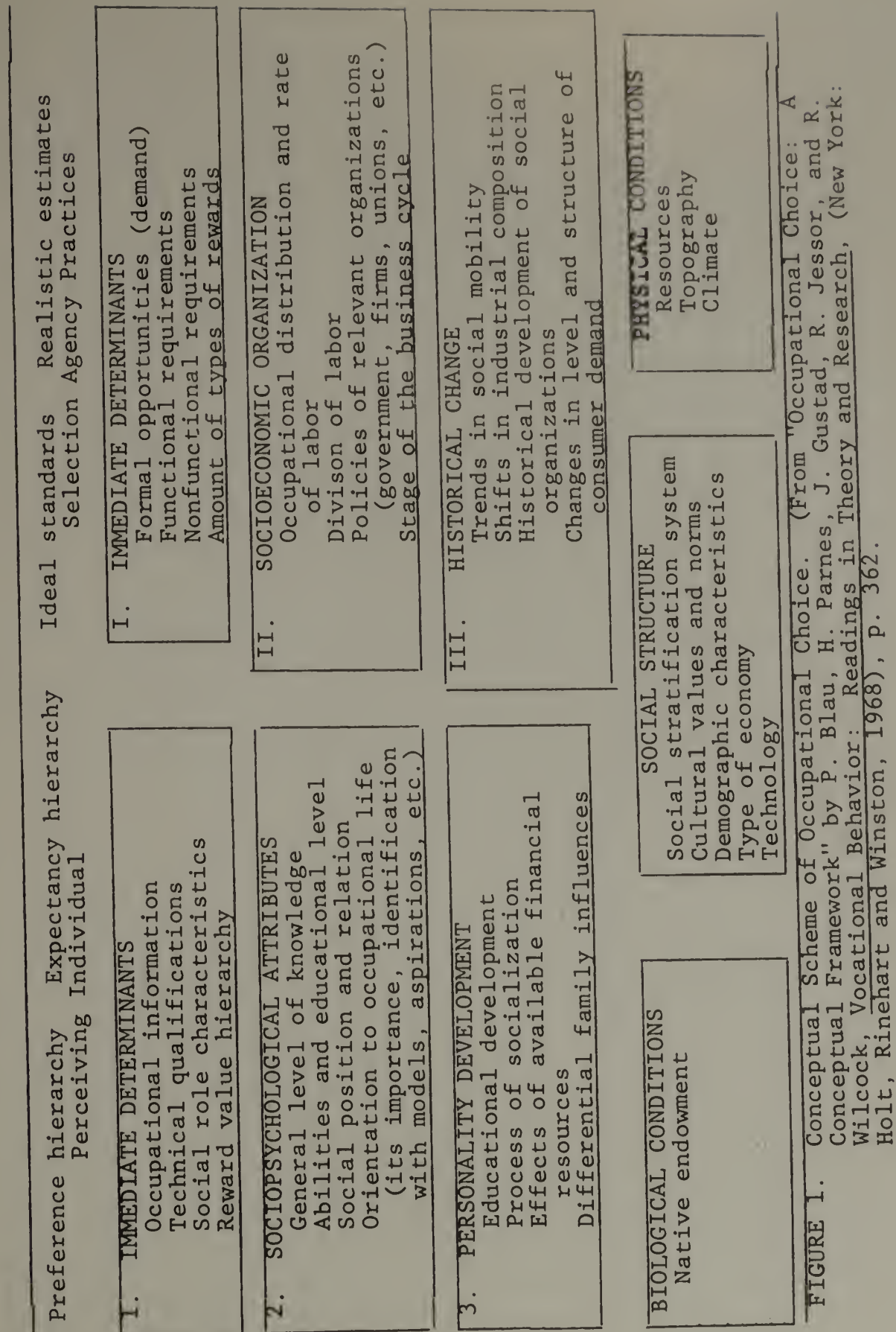


FIGURE 1. Conceptual Scheme of Occupational Choice. (From "Occupational Choice: A Conceptual Framework" by P. Blau, H. Parnes, J. Gustad, R. Jessor, and R. Wilcock, Vocational Behavior: Readings in Theory and Research, (New York: Holt, Rinehart and Winston, 1968), p. 362.)

in the field (Leland, 1969; Williams, 1972; Blau et al., 1968) have alluded to the importance of the social realities in the career choice process, a framework for research which addresses both the dynamics of the individual situation and those environmental factors which affect the outcome of the individual's effort is necessary.

C. The dynamics of environmental factors in the career choice process of Black college students.

This referent is concerned with examining data which illustrate that dynamics of environment might be contributory to the ultimate career choice of Black college students. Also considered are studies which indicate present trends of career choice selection by Black college students.

Earlier reference (Baldock, 1971; Blau et al, 1968; Williams, 1972) have suggested that educational and economic history of a particular group of people may be a significant factor in both one's perception of occupational opportunity and the type of aspirations one holds for self.

In his study of Black college students, Bayer (1972) has attempted to relate the student's economic history to his career pursuits. In an analysis of the status of Black

college students in his study, he found:

51% of the students' fathers and 41% of their mothers had not graduated from high school; 32% of the Black students' fathers were semi-skilled or unskilled; 60% of the students came from families of annual incomes lower than \$8,000; 40% of the students depended on scholarships and grants as major sources of support; 25% of the students stated major concern to be financial; 85% of the students stated their reason for going to college was to get a better job.
(pp. 12-13)

Educational development and level of knowledge is included in Blau et al.'s schema (Figure 1, p. 18, boxes 3 and 2 respectively. The educational history of Blacks is being examined here especially as it pertains to the ultimate career choice process of Blacks.

Concerned with the educational system, Clark (1970) laments the conditions of Blacks in the school system:

The public schools remain in large part segregated by race, and many of the minority group schools have the worst facilities, the highest teacher turnover and the least support - consequently, the quality of education provided for American children differs according to their racial, economic and social class status. (p. 149)

Blau et al. (1968) have identified in Figure 1 (p. 18) box 1, occupational information as a factor involved in determining the individuals' occupational choice. Several reports (Puryear, 1968; Strauss and Ingerman, 1968;

Vontress, 1970) have indicated concern regarding the extent to which Black students have received adequate career information and direction.

Puryear (1968) has described this situation of inadequate education and vocational counseling of Black students in the secondary schools:

Many of those counseling Negro youth are either not qualified or do not care about doing a genuine job. They know little or nothing about these youths, their ambitions, their aspirations, or their problems. Many of these counselors have advised Negro youth to accept early work permits or stop their educational programs any time a job became available, and honestly thought they were helping them.
(p. 205)

In their report, Strauss and Ingerman (1968) stated that in a 1969 survey, it was found that "in New York, 20% of the Black students were in vocational schools compared to 34% of Puerto Rican and but 10% of others!" In Chicago, the total vocational school enrollment of Blacks was 53% (p. 212). A serious implication of this type of tracking is that career choice decisions for many Black students have been made by the secondary schools. These type of decisions make college education impossible for many and impede the success of Black college students who have had this type of academic preparation.

Clemont Vontress (1970) addressed the problem of tracking and calls the counselor accountable for the fate of Black students:

The student should not be assigned as matter of course to vocational and nonacademic curriculum just because he is Negro. To do this is to seal his tomb for a better life in this country... the counselor owes it to the students' parents and to his country to vigorously counsel him about the realities of the future, i.e., let him know that he will be handicapped occupationally without a college education. Because of racial discrimination, a college education is more important to Negroes than it is to whites. (p. 17)

Taken together the theoretical referents and empirical studies provide a basis for first identifying factors that might be influential in the career choice process, as well as providing a basis for examining environmental factors, such that comparisons can be made between Black and White students. The literature search also provides a basis for formulating research questions and consequent hypotheses.

Hypotheses

The hypotheses for this study have been generated both from a review of the literature and taped interviews with a sample of Black and White college students.

- H₁: There will be no significant differences in Black and White college students' perceptions of factors influencing their career choice.
- H₂: There will be no significant differences in Black and White college students' perceptions of factors influencing their career choice based on socio-economic background.
- H₃: There will be no significant differences in Black and White students' perception of factors which might have made a difference in their career choice.

Significance of the Study

This study is important because it will specifically examine Black students' perception of their career choice process, thereby adding another dimension to existing studies regarding career choice process of Black students.

Several researchers have attempted to identify factors which might be influential in career outlook of Black students, while others have merely reported career preferences. Much of the data reporting significant variables in the career choice process have been obtained for Black high school students (Picou et al., 1971; Oberle, 1972; Bolden, 1972). Those studies which have reported data taken from

college students have mainly been of a reporting nature in terms of stated preferences (Davis, 1965; Bayer, 1972; Watley, 1971). This study is important in that it further contributes to studies seeking to identify influential factors in the career process by focusing on college students. This study expands on studies of college students by adding the dimension of students' perceptions of influential factors in the career choice process. A preliminary instrument was developed to assist in identifying significant and relevant variables.

Career specialist and career counselors must necessarily concern themselves with how they can positively affect the career choice process of students. Leland (1969) raises the question of whether or not counselors can in fact interact with students in any meaningful way without consideration for the social realities which the students face. Baldock (1971) has similarly stressed the importance of being aware of the perceptions of opportunity, if one is to fully understand the career choice process of the group with which one is concerned. This research is significant to counseling in that it addresses the issue of students' perceptions of social realities and attempts to show relationships between those perceptions and the individual career choice. Information regarding student's perception of factors which

affect their career choice either positively or negatively, can assist career specialists in establishing a criteria for evaluating the focus and direction of existing career programs and services.

Another important aspect of this investigation is it attempts to show a relationship between environmental factors and the career choice process, which in turn may provide a basis for developing a career choice theory or framework that relates more closely to Blacks. The fact that the theories of career choice are generalized to populations and do not allow for differences attributable to race and the influence of oppressed life conditions has been acknowledged by Leland (1969), Williams (1972), and Stubbins (1973).

By using a theoretical framework which emphasizes the relationship between environmental and individual factors in the career choice process (Blau et al., 1968), this research further suggests that such a scheme can be useful in studies concerned with the career choice process.

Limitations

This research seeks to provide fundamental data upon which additional research could expand and derive meaningful hypotheses regarding the nature of the career choice process of Black college students. The following limitations are acknowledged:

(1) Theoretical referents which were used as a foundation for this study, with the exception of that of Williams (1972), have not dealt specifically with Blacks as an ethnic group per se. Inferences have been made to Blacks based on the researchers (Blau et al., 1968; Leland, 1969; Baldock, 1971) definitions of social and environmental factors and their interpretation of the relationship between these factors and individual career choice process.

(2) Much of the data that exist concerning identifying factors which are significant in the career choice process of Blacks were derived from studies and reports (Oberle, 1972; Picou et al., 1971) of Black high school students. This research had assumed that there exists some continuation of career choice behavior as the youth moves from earlier adolescence to later adolescence specifically as relates to perceptions of opportunity. Hence, this study used the existing empirical data as a point of reference in identifying variables to be considered in this study.

(3) The instrument, Career Outlook Questionnaire, (see Appendix) was based on data derived from taped interviews with students of same characteristics as used in the study. The questionnaire was then used in a preliminary study and later revised to final form. However, the instrument is limited in its ability to isolate many variable that might relate to career choice of Black students. In its

present form, this instrument should be used solely for addressing such variable as are used in the questionnaire.

(4) The extent to which the results of this study can be generalized to other populations is based on the following: this study includes students from state institutions only, which might reflect background conditions different from students who attend private colleges. Black students were selected from two institutions: a predominantly Black southeastern state college and a New England state university. White students were selected only from the New England state university.

C H A P T E R I I I

CHAPTER III

METHODOLOGY

The research approach used in this study is similar to that used by other researchers (Katz et al., 1969; Baldock, 1971; Bendix and Lipset, 1964) and is concerned with studying relationships between social factors and career choice process. The questionnaire was developed and employed in this study as a tool for obtaining information from subjects regarding their career outlook.

Instrument. As existing instruments were not relevant to this research, a new instrument was developed for this study. Preliminary investigations by the researcher formed the basis of the instrument and provided its content.

Taped interviews with a sample of Black and White college students were used as a basis for generating an initial list of variables to be included in the questionnaire. The interviews suggested that students related career preference to knowledge of career options, chances of completing preparation and opportunity to pursue this career after graduation. Using this information from the taped interviews and data from the literature search as a basis for formulating the questionnaire, a preliminary study was conducted.

It was necessary that the instrument be sensitive to the difference between the responses of Black and White students who are known to respond differently with respect to the variables under study. Thus, the instrument was administered to a sample of forty college students stratified equally by race (Black and White), class (freshman or senior), and sex.

Cross-tabulation analysis was conducted to determine whether a relationship existed between variables. Of the twenty variables subjected to cross-tabulation by race (Black/White), the following six variables indicated a statistical difference at the .05 level of significance:

- (1) barriers to attainment of career goal
- (2) incentive in choice of career goal
- (3) parental income
- (4) perceived family class structure
- (5) attendance of "career day" while in high school
- (6) academic average upon graduation from high school

These results were similar to findings in other research studies (Bendix and Lipset, 1953; Bayer, 1972).

Sample. The population included college students enrolled in two institutions: a large New England state university and a predominantly Black southeastern state college. Both Black and White students were surveyed at

the first institution. Only Black students were surveyed at the predominantly Black college.

The New England state university was chosen because it has an enrollment sufficiently large enough such that characteristics of the students would tend to vary. Because of the administrative difficulties of obtaining an official enrollment listing which identified students by race, it was necessary to select Black students from a "separate" listing of students. The alternative procedure introduced the question, "how representative are these students of Black college students in general, since they were categorized as members of a special program within the university." Consequently, a second group of Black students were included in the study, as a credibility reference for data received from Black students at the New England institution. To avoid further administrative difficulties in obtaining a listing of Black students, the Black students were chosen from a predominantly Black southeastern state college.

Data Collection. Seniors from both institutions were randomly selected from an official institutional enrollment list and were mailed questionnaires. Freshman students in the New England institution were randomly selected from an official list of students at the institution. Freshman

students from the predominantly southeastern institution were administered the questionnaire in a large freshman orientation session.

Standardization was achieved to the extent that all respondents who were randomly selected from an official list were mailed the questionnaire with a cover letter describing the purpose of the study and instructions for completing and returning the questionnaire.

The freshman students from the southeastern institution were administered the questionnaire in a large group session. However, since freshman students were assigned to orientation sessions on a random basis, this sample method would not appear to affect the outcome of the study.

Anonymity was achieved, in that although the researcher knew to whom the research instrument was administered, the respondents were not asked to state their name on the questionnaire.

Of the 500 questionnaires given, 181 or 36% were returned, excluding 19 which were not useable. Initially, this study was to include comparative analyses based on class (freshman/senior) and sex. However, the small percentage of returned questionnaires precluded a detailed analysis of subgroup categories.

Data Analysis. The statistical procedures used to analyze the data in this study were cross-tabulation analysis, discriminant analysis and regression analysis.

Several researchers (Blau et al., 1968; Leland, 1969; Baldock, 1971) have stressed the importance of research being representative of social realities. The discriminant and regression analyses made it possible to approach such reality in the research, as variables were not treated as isolated units but rather in conjunction with other variables.

The data is presented in two parts: the results of the analyses and discussion of the results in relation to the research hypotheses. The results of the discriminant analysis are presented first to isolate variables which discriminated among the three sample groups and to determine the extent to which the three groups differed. The regression analysis was applied to point out the relative importance of the variables.

C H A P T E R I V

C H A P T E R I V

RESULTS AND DISCUSSION

This study used the following techniques to analyze the data: discriminant analysis with corresponding univariate statistics, discriminant functions, standardized discriminant function coefficients and centroids; regression analysis and cross-tabulation analysis.

Thirty-nine variables were subjected to cross-tabulation by groups (Black southeastern institution, Black New England institution, White New England institution). Cross-tabulation analysis was conducted to determine whether a relationship existed between variables. Of those computed, nineteen variables indicated a statistical difference at the .05 level of significance. (See Table 1)

A discriminant analysis was then applied to these nineteen variables. Table 1 gives the univariate F-ratios with 2 and 168 degrees of freedom for these variables.

The results in Table 1 indicate that four variables show no statistical significance at the .05 level. However, of those variables which are statistically significant, eight variables: parent income, parent education, race as barrier, availability of employment and money as incentives, ethnic group and family as benefiting from career choice,

TABLE 1

Results of Discriminant Analysis on Nineteen Variables

Variables	Univariate F-Ratio	Significance Level
<u>Background factors</u>		
parent income	14.9048	.001
parent education	17.9405	.001
academic average (high school)	4.2556	.025
hours college career counseling	6.8500	.01
<u>Perceived barriers to career goal</u>		
funds	6.3171	.01
race	14.0329	.001
employment opportunities	.0519	NS
<u>Incentives for career choice</u>		
availability of employment	9.3900	.001
family	.6670	NS
humanitarian interest	2.5460	NS
money	18.7091	.001
<u>Benefit of career choice for others/self</u>		
government	4.7735	.025
personal	2.0669	NS
ethnic group	13.6176	.001
family	7.8906	.001
<u>Restrictions in career choice</u>		
racial discrimination in employment	9.5851	.001
financial support	5.8417	.025
employment opportunities	5.1216	.025
awareness of career options	4.2107	.025

NS indicates non-significant

and racial discrimination in employment as restricting career choice, were highly significant.

As was stated in Chapter III, three sample groups were included in this study. This research is concerned with identifying the perceptions of the career choice process that may indicate differences between Black college students and White college students.

The discriminant analysis further revealed which variables discriminated between the three groups. The distribution of scores indicated in Figure 2 illustrate this difference showing the two Black groups having more similar responses than either of the two Black groups with the White group.

A further indication of the similarity in responses of the two Black groups is shown in Table 2. The two Black groups appeared to be more similar on such socio-economic variables as parent income and parent education.

Other similarities in responses of the two Black groups were as follows:

- (1) factors which might have made a difference in their choice of career: less discrimination in employment due to race and more financial support.

TABLE 2. Means and Standard Deviations of Two Black Groups and White Group by Variables which Indicated Socioeconomic Background and Perceptions of Factors which Influence Career Choice

Variables	Groups			
	Black-Southeastern Means SD	Black-New England Means SD	White-New England Means SD	
<u>Background</u>				
parent income	2.92	3.02	4.29	1.17
parent education	1.58	1.76	3.06	1.92
academic average	3.42	3.42	3.65	.86
college career counseling	1.83	2.44	2.52	1.28
<u>Perceived barriers to career goals</u>				
funds	3.01	2.65	3.68	1.11
race	3.66	3.17	4.52	.95
employment opportunities	3.08	3.04	3.13	1.47
<u>Incentive for career goals</u>				
availability of	2.47	2.95	3.59	1.29
employment	2.88	2.59	2.86	1.26
family	2.60	2.46	2.06	1.10
humanitarian interest	2.07	2.85	3.47	1.06
money				

TABLE 2. Means and Standard Deviations of Two Black Groups and White Group by Variables which Indicated Socioeconomic Background and Perceptions of Factors which Influence Career Choice

Variables	Groups			
	Black-Southeastern Means SD	Black-New England Means SD	White-New England Means SD	
<u>Benefit of career choice for others/ self</u>				
government	3.00	3.68	1.23	3.56
personal	1.32	1.29	.71	1.59
ethnic group	2.56	2.06	1.11	3.43
family	1.83	2.23	1.16	2.63
				1.18
				1.01
				1.06
				1.05
<u>Restriction of career choice</u>				
racial discrimination	3.62	3.59	1.36	4.56
in employment	3.25	3.27	1.39	4.11
financial	2.78	3.27	1.40	3.61
employment opportunity	2.73	3.17	1.40	3.50
career awareness				.66
				1.14
				1.27
				1.35

- (2) the extent to which their own ethnic group would benefit from their career choice.
- (3) the extent to which race is perceived as a barrier to their entering their chosen career.

The discriminant analysis revealed two significant functions (see Table 3).

TABLE 3. Two Functions of Discriminant Analysis by Selective Tests

Functions	Eigenvalue	Canonical Correlation	Wilks Lambda	Chi-square
1	.72081	.64721	.43342	133.76760
2	.34078	.50415	.74583	46.92017

The eigenvalues and the canonical correlations which accompany them reveal the ability of the functions to separate the groups. The two functions (Table 4) show that two clusters of variables discriminate between the groups.

The first discriminant function is influenced most by the variable parent education which indicates socio-economic factors were important. Also important were perceptions of money and availability of employment as incentives for making particular career choices.

TABLE 4. Standardized Discriminant Function Coefficients
by Selected Variables

Variables	Function 1	Function 2
<u>Background factors</u>		
parent income	.22384	.19312
parent education	<u>.38915</u>	.08392
academic average (high School)	.20411	.18251
hours of college career counseling	.22995	<u>.37327</u>
<u>Perceived barriers to career goal</u>		
funds	.01408	.24890
race	.21449	<u>.45765</u>
employment opportunities	.19635	<u>.14325</u>
<u>Incentives for career goals</u>		
availability of employment	<u>.27370</u>	.03383
family	<u>.03833</u>	<u>.25931</u>
humanitarian interest	.18032	<u>.14460</u>
money	<u>.29440</u>	<u>.44872</u>
<u>Benefit of career choice other/self</u>		
government	.08812	<u>.35595</u>
personal	.02705	<u>.08626</u>
ethnic group	.22410	<u>.48301</u>
family	.23058	<u>.36704</u>
<u>Restriction in career choice</u>		
discrimination in employment	.15558	.10840
financial support	.00964	.08491
employment opportunity	.19121	<u>.33821</u>
awareness of career options	.11285	<u>.07762</u>

The underlined variables had a loading point higher than .25.

The second discriminant function which is less effective is influenced by a larger and more diverse group of variables:

- (1) hours of career counseling
- (2) race as barrier to career goal
- (3) family as incentive for making career choice
- (4) choice of career being of benefit to government, ethnic group and family
- (5) perception of few employment opportunities being a factor in making a different career choice

That there were more similarities in responses of the two Black groups on variables identified in function one, is indicated in Table 5. The group centroid is the most typical location of a case from that group in the discriminant function space.

TABLE 5. Centroid of Groups 1, 2, 3 in Reduced Space by Function

Groups	Centroids Function 1	Centroids Function 2
Group 1 (Black-Southeastern Institution)	.67111	.40976
Group 2 (Black-New England Institution)	.15113	-.93408
Group 3 (White-New England Institution)	-1.38163	.25274

Regression analysis was used to analyze the relative importance of background variables in predicting variables concerned with: (1) perceptions of barriers that limit career choice, (2) factors which act as incentives in career choice, (3) the benefit of career choice to others, and (4) the extent to which different circumstances might have resulted in a different career choice. Background variables which were entered as independent variables were parent education, parent income, race, class, hours of college career counseling. Of the 15 variables which were analyzed, ten were statistically significant when evaluated by the overall F, at an .05 level of significance. (See Table 6)

If, in fact, as Baldock (1971) suggests, perception of opportunity is an important factor in the career choice process, then the extent to which Black students perceive such factors need to be examined.

The results of the cross-tabulation analysis indicated that the three groups of college students perceived factors relating to their career choice process differently in 14 out of 27 cases. Those variables indicating statistically significant differences at the .05 level are listed in Table 7.

TABLE 6. Standardized Regression Coefficient of Selected Variables by Predictors

Variables	Predictors				College Counseling
	Race	Class	Parent Income	Parent Education	Academic Average
<u>Barriers</u>					
funds**	.31	-.33	.13	.23	.25
race***	.43	-.28	.49	.48	.46
employment opportunities**	.11	-.66*	-.66*	.12	.30
<u>Incentives</u>					
availability of employment opportunities**	.50*	-.15	.15	.88*	.60*
family***	.14	.49	-.11	.44	-.62
money**	.41	.18	.14	.12	.12
<u>Benefits from choice</u>					
ethnic group**	.74*	-.28	.14	-.33	-.15
<u>Restrictions in career choice</u>					
racial discrimination in employment***	.41	.15	.13	.70*	.15
financial support***	.18	.16	.66*	.26	.26
awareness of career options***	.15	-.41	.17	.42	.53*

* indicates moderate significance of the coefficient

** significant at .05 level as measured by Univariate F-ratio

*** significant at .005 level as measured by Univariate F-ratio

TABLE 7. Factors Perceived Significantly Different by the Two Black Groups and the White Group Based on Cross-Tabulation Analysis

Variables	Level of Significance
<u>Perceived Barriers to Career Goals</u>	
Funds	.0062
Race	.0001
<u>Incentives for Making Career Choice</u>	
Availability of Employment	.0020
Family	.0093
Humanitarian Interest	.0186
Money	.0001
<u>Benefit of Career Choice for Others/Self</u>	
Government	.0176
Ethnic Group	.0001
Family	.0065
<u>Restrictions in Making Career Choice</u>	
Racial Discrimination in Employment	.0033
Employment Opportunities	.0184

While these data indicate that in fact several factors are perceived significantly different, the discriminant analysis show that there are differences specifically between the three groups with a closer similarity existing in responses between the two Black groups than between either of the two Black groups and the White group, see Figure 2, p. 18. Further analysis of the data (Table 2, p. 38) suggest that the two Black groups responded significantly similar on several variables, among them being perception of race as a barrier to entering chosen career and the extent to which chosen career would benefit one's own ethnic group. Considering that both are related to racial perceptions, it seems that perceptions of career choice reflect awareness of social realities in terms of ethnicity.

Hypotheses

It was necessary to await discussion of specific hypotheses until instrument development was completed. The questionnaire was geared toward illiciting information regarding students' perceptions of factors which affected their career choice as well as determining significant socioeconomic background information.

This study is concerned with examining possible variables which might be of theoretical importance in an exploratory analysis of the career choice process.

H_1 : There will be no significant differences in Black and White college students' perceptions of factors influencing their career choice.

The data in Table 6 (p. 44) show that race is a significant predictor of:

1. perception of race as barrier to career choice
2. perception of availability of employment being an incentive in career choice
3. money being an incentive in career choice
4. perception of ethnic group benefiting from career choice
5. perception of discrimination in employment due to race being a restricting factor in career choice selection.

Based on the above findings, the proposed H_1 is rejected.

H_2 : There will be no significant difference in Black and White college students' perceptions of factors influencing their career choice based on socioeconomic background.

Bendix and Lipset (1964) have suggested that such factors as parental income and parental education level might be used as an index in determining students' economic background. Specifically, in relation to career choice, Blau et al. (1968) and Williams (1972) have acknowledged that family economic history is a factor which must be considered in the career choice process of students.

Parental income and parental education have consistently been observed as indicating significant differences between Blacks and Whites. These data further support such conclusions. The results of the analyses indicate high univariate F-ratios for both parent income and education -- 14.9048 and 17.9415 respectively (Table 1, p. 35). Similarly, Table 2 (p. 38) indicates greater apparent similarity in means for the two Black groups for both parent income and parent education. When contrasted with the means of the White group, the results indicate a significant difference between the Blacks and White groups.

The above data support previous findings in the literature and results of the preliminary investigation that there are significant differences between Black college students and White college students in terms of socioeconomic background. Inasmuch as differences have been established between the two Black groups and White group based on variables indicating

socioeconomic background and differences as relate to perceptions of career choice, the second hypothesis of this study is rejected.

H₃: There will be no significant difference in Black and White students' perception of factors which might have made a difference in their career choice.

The data in Table 2 (p. 38) show that the two Black groups had similarly perceived: (1) less discrimination in employment based on race and (2) more financial support as being conditions under which they might have made a different career choice. The regression analysis indicate race as a predictor of one's perception of discrimination in employment due to race being a factor in career choice. These findings show that the two Black groups hold perceptions of factors which might have influenced their career decisions differently from the White group and hence the third hypothesis is rejected.

C H A P T E R V

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUMMARY

The findings in this study are viewed in a broad perspective in that they point to the question, "What should be the direction for career development, especially as it relates to Black college students?" It has been established that among the factors which college students perceive as being influential in their career choice process are those factors which are environmentally based. It is also observed that Black college students perceive factors related to race and family circumstance as being particularly significant both in their choice of career aspirations and in their perception of what factors may have limited those choices.

Consistent with studies which have inquired as to the nature of the career choice among Blacks (Hall and Wiant, 1973; Caliver, 1937; Cosby and Picou, 1973) this study also strongly indicates that both race and socioeconomic factors are significant variables. The difference between previous studies and the present is reflected by the added dimension of students' perception of their career choice process. That the variables studied were those which indicate relationship to the social structure in some way was not accidental. Building upon the assumptions of Leland

(1969), Blau et al. (1968) and Williams (1972) this research sought to examine variables which would speak to the issue of "relevant career choice theory". The findings in this study suggest that Black students in particular are affected by the social structure. This is evident from their responses regarding the role of employment policies, and from their perceptions of the effect of racial discrimination on their choice of career. Also, financial concerns as reflected by parental income, need for funds and financial support are very much a part of the career choice process. Certainly, the relationship between the students' financial situation and that of the students' parents can be related to the social structure which dictates direction of social mobility and opportunity.

Implications. Any approach to career development that does not acknowledge the relationships between the phenomenon of "careers" with the place of work in one's life cannot deal truthfully with the issues of career development. Theorists have alluded to the connection between career choice and social realities (Leland, 1969; Blau et al., 1968; Williams, 1972). The perceptions of Black students represent such awareness of the realities and suggest that the dimensions of career choice must necessarily expand to accomodate and facilitate those perceptions.

"Does the vocational interest test speak to the needs of the individual in search of his place in society?" "Does the career day event allow the individual to try out his perceptions of opportunity in any true sense?" "Does the counseling program consider how it would meet the career development needs of an individual who announces intentions of 'being a revolutionary'?" "Does the present structure of career development, both in theory and practice, 'hear' the questions being asked?" Can existing philosophies relate to such experiences as that suggested in this parable:

"What do you do?", inquired the stranger,
the friend, the kinsman, "What do
you do?"

"I live among my peers, my loves, my
friends, my foes."

I say, "What do you do?", urged the
stranger, the friend, the kinsman,
"What do you do?"

"I struggle to survive, create, feel,
give."

I mean, "What do you!", exclaimed the
stranger, the friend, the kinsman,
"What do you do?"

"I fertilize seeds, then execute."

"Why don't you do anything?", puzzled
the stranger, the friends, the
kinsman. (Kai, 1975)

The researcher suggests that theoretical assumptions relating to career development of Black students acknowledge circumstances perceived by students as being significant in the career choice process. Perhaps, equally important is the need for career specialists to acknowledge those social realities that exist in our society and are documented and anticipating these realities, formulate an approach to counseling that is relevant to the needs of the students.

This study, hopefully, serves as a reminder to those involved in career development of the task ahead, and further stimulate interest and questions such that others interested in career development of Black students will begin to question, critically evaluate and seek to redesign existing career counseling services that have failed to relate to the total career development needs of these students.

Suggestions for further research. This study was conceived as an exploratory inquiry into the career choice process of Black students beyond the point of identifying areas of career choice. The researcher suggests the following for further research: (1) analysis of scope of career choice in relation to the perceived influences on career choice; (2) critical analysis of career counseling services and programs in both public schools and colleges; (3) design

of career counseling programs which attempt to integrate knowledge of social realities and career information.

If, as Sowell (1971) suggests, Black college students should be considered potential resources for the Black community, then it may be necessary to examine the trends in career choice in light of the needs of the Black community. The extent to which Black communities realize a developing nation's programs, as suggested by Williams (1972) might depend upon the level and diversity of community expertise. The findings in this study show that the Black groups perceived their career choice as being of benefit to their ethnic group. Is this a correct perception, considering the concern that researchers and educators (Aptheker, 1973; Davis, 1965; Watley, 1971a) have that Black students are studying limited areas? Perhaps, the reality is that Black students want to contribute to the Black community and view their career goals as potential resource to the community. Further investigations, which simultaneously assess the needs of Black communities and the kind of skills being developed by Black college students, are needed. In addition, it may be of benefit to Black college students to know whether or not their choice of careers are in fact those that would be of most benefit to the Black community.

Educators and counseling specialists (Caliver, 1937; Vontress, 1970) have claimed that existing counseling services available to Blacks are inadequate and inappropriate. If the nature of perceptual learning is, as Piaget suggests (Snygg, 1971), cumulative and dependent upon previous experiences, then earlier career orientation (formal or informal) of Blacks is important. Development of evaluative instruments which could be used to access the appropriateness of existing counseling services to Blacks would be of great value. To allow for inclusion of relevant criteria, it may be necessary to conduct a series of preliminary investigations aimed at identifying such factors as: career information, social realities, and barriers and influencing factors perceived by Black students and Black non-students as being relevant to the career choice process.

It would be, perhaps, challenging and satisfying for career counseling specialists to attempt design of a career counseling program which has as a priority, to integrate knowledge of social realities and career information. Such a task implies knowledge and awareness of such needs of Black communities as suggested by Sowell (1971) and Williams (1972), knowledge of the social structure as presented by Blau et al. (1968), sensitivity toward the realities perceived by Blacks toward the career choice process, and

correcting students' misconceptions regarding the career choice process. Consistent with the approach used by Blau et al. (1968), it would appear that the most comprehensive design would benefit from expertise from several disciplines. Such a career counseling program is not conceived solely as being part of an educational institution, but one available in any community setting which could provide a service to Black people.

As a preliminary study, it is suggested that separate longitudinal studies utilizing the proposed program be attempted with several groups: elementary school students, junior high school students, high school students.

Summary. The extent to which existing career counseling theories meet the needs of Black college students is questioned. It is hypothesized in this study that student perceptions of factors influencing their career choice need to be considered in relation to socioeconomic background and race.

Three groups of college students were included in the study: Group 1 were Black students selected from a predominantly Black southeastern state college, Group 2 were Black students from a large New England state university, and Group 3 were White students selected from the same institution as Group 2. Each group was randomly selected.

The students completed the Career Outlook Questionnaire.

The instrument was designed for the study and was administered in a preliminary investigation to a sample of Black and White college students.

Cross-tabulation analysis, discriminant analysis and regression analysis were all applied to the data and considered significant at the .05 level of significance. The results indicated that of the 39 variables originally tested, 19 proved significant in terms of difference between the three groups when subjected to cross-tabulation analysis. A discriminant analysis further showed differences between the three groups, as well as indicated that the two Black groups were more similar in responses than either of the two Black groups to the White group. The variables which indicated significant differences between the Black groups and the White group: (1) parent income, (2) parent education, (3) perception of race as a barrier to career choice, (4) extent to which own ethnic group would benefit from career choice, and (5) perception of racial discrimination in employment being a limiting factor in career choice.

Though there were indications that the three groups had similarities, the general importance of socioeconomic background and perceptions pertaining to ethnicity appeared to predominate.

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B I B L I O G R A P H Y

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A P P E N D I X

A P P E N D I X A

CAREER OUTLOOK QUESTIONNAIRE

This survey is part of a study concerning career outlooks of college students. Freshman and senior students from several colleges are participating in the study.

Since an answer to each question is important to the analysis of the data, please read each question carefully before answering.

It is not necessary for you to indicate your name anywhere on the questionnaire.

CAREER OUTLOOK QUESTIONNAIRE

Directions: Put the number corresponding to your response in the column on the right.

- | | | |
|----|-------------|-------|
| 1. | I am | _____ |
| | 1. female | |
| | 2. male | |
| 2. | I am | _____ |
| | 1. freshman | |
| | 2. senior | |
| 3. | I am | _____ |
| | 1. Black | |
| | 2. White | |
| 4. | I am | _____ |
| | 1. under 18 | |
| | 2. 18 - 20 | |
| | 3. 21 - 23 | |
| | 4. 24 - 26 | |
| | 5. 27 - 30 | |
| | 6. over 30 | |

5. In what income bracket would you estimate your parents belong? _____
1. less than \$5,000
 2. \$5,001 - 8,000
 3. \$8,001 - 11,000
 4. \$11,001 - 15,000
 5. \$15,001 - 24,000
 6. over \$24,000
6. Which of the following best represents your parents' (one or both) level of formal education? _____
1. high school or less
 2. 2 years college
 3. 4 years college
 4. master's degree
 5. doctorate degree
 6. professional degree (i.e., medical, law, dental)
7. Which of the following is the best approximation of your academic average upon graduation from high school (where 4.0 is the highest)? _____
1. less than 2.0
 2. 2.1 - 2.5
 3. 2.6 - 3.0
 4. 3.1 - 3.5
 5. 3.6 - 4.0

8. Which of the following represents the highest _____
level of formal education you expect to
attain?
1. bachelor's degree
 2. master's degree
 3. doctorate degree
 4. professional degree (medical, law, dental, etc.)
9. If I were to make a career choice at this _____
time, it would be in the area of:
1. social science
 2. health science
 3. education
 4. physical science
 5. arts
 6. business
 7. none of the above, specify _____
10. To what extent have you made the above choice? _____
1. definite choice
 2. possible choice, but not definite
 3. considering this along with other choices
 4. have not made a choice

11. If I were to choose a career at this time, I _____
would like to become a:
1. nurse
 2. lawyer
 3. scientist
 4. physician
 5. sociologist/social worker
 6. psychologist/counselor
 7. engineer
 8. teacher
 9. none of the above, specify _____
12. To what extent have you made the above choice? _____
1. definite choice
 2. possible choice, but not definite
 3. considering this along with other choices
 4. have not made a choice
13. Which of the following best describes the _____
number of hours you received career
counseling while in high school?
1. none
 2. 1 - 5 hours
 3. 6 - 10 hours
 4. 11 - 15 hours
 5. more than 15 hours

To what extent do you feel each of the following factors acts as an incentive in your career choice decision?

- 22. availability of employment _____
- 23. family interest _____
- 24. humanitarian interest _____
- 25. prestige of the career _____
- 26. political orientation _____
- 27. money _____
- 28. possibility of travel _____

To what extent do you feel each of the following concerns will benefit from your career choice?

- 29. private industry _____
- 30. feminist movement _____
- 31. community interest _____
- 32. government _____
- 33. personal interest _____
- 34. your ethnic group _____
- 35. family _____

To what extent would the presence of each of the following factors might have caused you to choose a different career?

- 36. more parental interest _____
- 37. more career counseling _____
- 38. less discrimination in employment
based on race _____
- 39. more financial support _____
- 40. better employment opportunities _____
- 41. more knowledge of career options _____
- 42. less discrimination in employment
based on sex _____

